



Communication Skills

INTRODUCTION

Communication skills are those skills which are needed to speak and write properly. A person who is able to speak appropriately whilst maintaining eye contact with the audience, uses varied vocabulary and articulate speech to suit the need of the audience is generally said to be an effective speaker. Similarly, an effective writer should be able to use written words in various styles and techniques to communicate his/her message and ideas to the readers. One should have the ability to listen carefully and write and speak clearly in any situation. Therefore good reading, writing, speaking and listening skills are essential for effective communication.

As a student, you may study any language, but it is important that you are able to read, write, speak and listen well in order to communicate properly. Speaking more than one language can help you to communicate well with people around the world. Learning English can help you to communicate with people who understand English besides the language you have been exposed to speaking the language from easily childhood, for example, your mother tongue. In the present time, a thorough

knowledge of the language with communication skills is very important in any occupation or to set up a business.

SESSION 1: INTRODUCTION TO COMMUNICATION

You probably hear people talking about communication all the time. Everyone needs it and wants it, but what exactly is communication? Let us try to understand it.

The word ‘Communication’ comes from the Latin word *commūnicāre*, meaning ‘to share’. In Figure 1.1, you can see that communication is the ‘sharing’ of information between two or more individuals or within a group to reach a common understanding.

Importance of communication

Your ability to communicate clearly and share thoughts, feelings and ideas will help you in all your relationships. For example, you can inform about something or you can also influence others through communication. Communication skills are needed to:

- **Inform:** You may be required to give facts or information to someone. For example, communicating the timetable of an exam to a friend.
- **Influence:** You may be required to influence or change someone in an indirect but usually important way. For example, negotiating with a shopkeeper to reduce the price or helping a friend to overcome stress due to exam or any other reason.

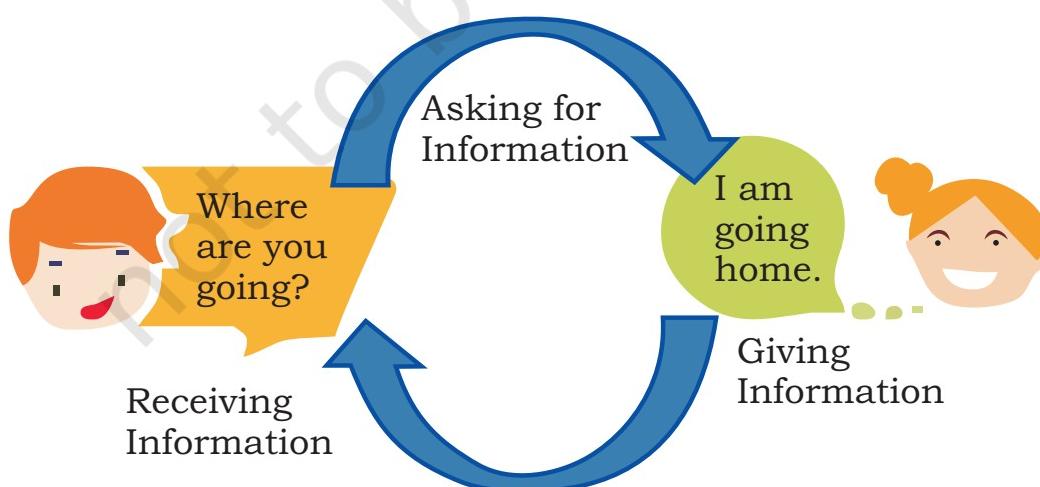


Figure 1.1: Communication Process

- **Express feelings:** Talking about your feelings is a healthy way to express them. For example, sharing your excitement about doing well in your exams or sharing your feelings with your parents and friends.

Elements of communication

Communication is a two-way exchange of information, i.e., giving and receiving (Fig. 1.2). **Speaking and writing** to someone are examples of giving information. **Reading and listening** to someone are examples of receiving information.

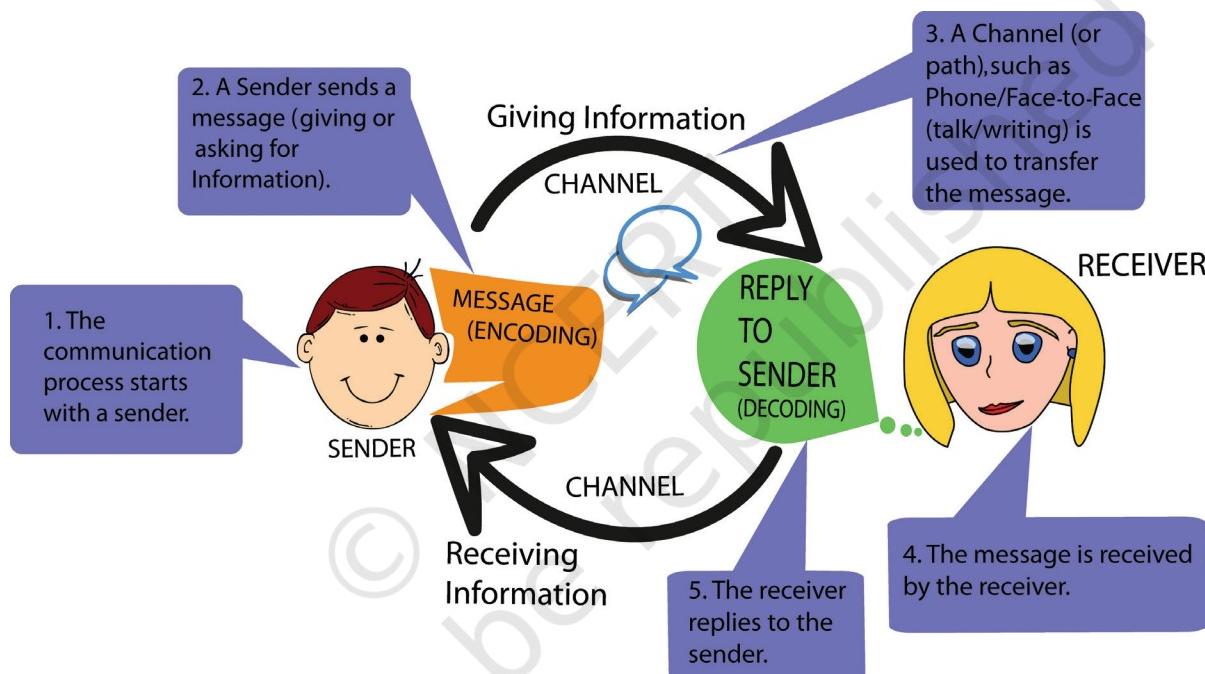


Figure 1.2: Elements of Communication

Perspectives in communication

Perspectives are ideas, views, or fixed ways of thinking. These sometimes affect our communication. For example, if you have a fixed idea that your teacher or father is strict, even when they are being friendly, you may think they are scolding you even though they are polite. In the same way, others may also have fixed ideas about you, which affect whatever you say to them.

Factors affecting perspectives in communication

Sometimes, we are not able to communicate clearly because of barriers that stop us from sharing and understanding messages. Some of these are summarised in Table 1.1.

Table 1.1: Factors affecting Perspectives in Communication

Factor	How the factor can become a barrier
Language	In case of use of incorrect words, unfamiliar language and lack of detail, language can act as a barrier to communicate what one wishes to convey. For example, language can act as a barrier when an Indian who only knows Hindi and Chinese who has the knowledge of Mandarin only want to interact with each other.
Visual Perception	Visual perception is the brain's ability to make sense of what we see through our eyes. For example, completing partially drawn pictures with visual perception whereas they may be something else.
Past Experience	Letting our earlier experience stop us from understanding or communicating clearly. For example, "This shopkeeper cheated me last time. Let me be careful" or "I scored low marks in my Maths exam, so I am scared to ask and answer questions in class."
Prejudice	Fixed ideas, such as thinking "No one in my class likes me" may stop a student from communicating openly in the class.
Feelings	Our feelings and emotions, such as lack of interest or not trusting the other person affect communication. For example "I am not feeling well, therefore, I don't want to talk."
Environment	Noise or disturbance in the surroundings may make communication difficult. Example, talking to a friend in a function where there is loud music being played by the orchestra.
Personal factors	Personal factors include your own feelings, habits and ways of thinking. For example, fear, and low confidence may make communication difficult.
Culture	Signs' which have a different meaning in different cultures, such as showing a thumb may mean 'good job' done for some people but may be insulting to others.

Effective communication

Effective communication can happen if we follow the basic principles of professional communication skills. These can be abbreviated as 7 Cs, i.e., Clear, Concise, Concrete, Correct, Coherent, Complete and Courteous. These are further explained in Figure 1.3.

Clear	Concise	Concrete	Correct	Coherent	Complete	Courteous
Be clear about what you want to say	Use simple words and say only what is needed	Use exact words and phrases	Use correct spellings, language and grammar	Your words should make sense and should be related to the main topic	Your message should have all the needed information	Be respectful, friendly and honest

Figure 1.3: 7Cs of Effective Communication

There are different methods of communication, which include **non-verbal**, **verbal** and **visual**.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video in the e-learning lesson for this topic, answer the following question: Why is it important to communicate clearly and effectively?

Activity 1

Role Play on Communication Process

Procedure

- Form groups with three students in each group.
- Act out a conversation between the three people. The situation is that you need to sell some items to an old couple who has come to a shop. One person can act as the salesperson and the other two as an old man and his wife.
- Discuss what you learned from this.

Activity 2

Group discussion and sharing experience on factors affecting perspectives in communication

Procedure

- Form groups with three students in each group.
- Ask each group to select any one of the eight factors (as given in Table 1.1) which act as barriers to communication.

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- Discuss how it can affect or become a barrier to good communication with family, friends, in school or at a retail store. Each group shares their experiences related to one of the eight factors.

Activity 3

7Cs of effective communication

Materials required

Pen/pencil, notebook

Procedure

- Write down examples of the 7Cs of communication in their notebook.
- For each of the 7Cs, a student volunteer to give his/her example of how to communicate well. The other students (with teacher's guidance) say if it is correct or incorrect.

Activity 4

Elements of communication

Material required

Chart paper, colours and pencil

Procedure

Make a chart showing the elements of communication in the communication process cycle.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. What is the purpose of communication?
 - (a) Inform (tell someone about something)
 - (b) Influence (get someone to do something you want)
 - (c) Share thoughts, ideas, feelings
 - (d) All of the above
2. Which of the following methods are used to receive information from the sender through a letter?
 - (a) Listening
 - (b) Speaking
 - (c) Reading
 - (d) Writing
3. How do you receive information on phone?
 - (a) Listening
 - (b) Speaking
 - (c) Reading
 - (d) Writing

B. Match the columns

Column A: Communication Barriers	Column B: Examples
1. Language	A. Trying to read a book when somebody else is watching TV in the same room.
2. Emotional	B. In some cultures, wearing shoes and walking inside the kitchen is considered rude and disrespectful.
3. Environmental	C. Talking in Hindi when others know only Tamil.
4. Cultural	D. Parent is not talking to the child.

C. Short answer question

1. Write down the seven factors affecting perspectives in communication.
2. Give an example of the following:
 - (a) Clear communication
 - (b) Complete communication

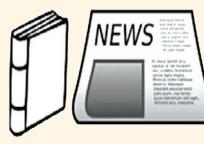
What have you learnt?**After completing this session, you will be able to**

- identify the elements of communication.
- draw a communication cycle showing all the elements of communication.
- identify the factors affecting our perspectives in communication.

SESSION 2: VERBAL COMMUNICATION

Verbal communication is the sharing of information by using words. It is what most people use as a method of communication. We will learn about non-verbal and visual communication in the next session. Verbal communication is important because if you do not use the right words, you will cause confusion and you will not be able to communicate what you want. The important forms of verbal communication are given in Table 1.2.

Table 1.2: Verbal Communication

Type of Verbal Communication	Examples	
Oral or Spoken Communication: Communication which involves talking	Face-to-face conversation: When you can see the listener. For example, group discussion, talking to family member at home, conversation with public through speeches, etc.	
	Talking on a phone: This is for personal and official communication. Phone conversations should begin with a greeting (Hello), talking and listening to each other. The conversation can end with a 'Thank you' and 'Bye'.	
	Classroom teaching, business discussion and public speeches are other examples of oral communication, where one person talks to many others at once.	
Written Communication: Communication which involves written or typed words.	Writing letters, notes, email, etc.	
	SMS (Short Message Service): These can be sent through a phone to a person or a group.	
	Using email to share news, thoughts, documents and files (including photos, videos, music, etc.). Can be used to send messages to a person or to a group.	
	Books and newspapers.	

Advantages of verbal communication

Verbal communication is easy and quick. You can say what you want and get a quick response. It is an easier form of communication when you have to exchange ideas. You keep changing your communication as per the other person's reply.

Disadvantages of verbal communication

The most common disadvantage of verbal communication is the cultural differences between the sender and receiver of the information. These differences may be due to the use of different languages, inability to understand the colloquial phrases used by the other individual, and the accent. Since verbal communication depends on words, sometimes the meanings become confusing and difficult to understand if the right words are not used.

Public speaking

Speaking in front of a large group makes most people nervous. You can use the 3Ps (Prepare, Practice, Perform) method to get over your fears, and become a confident and effective speaker. These points are shown in Table 1.3.

Table 1.3: 3Ps of Public Speaking

3Ps of Public Speaking	
Prepare	Think about your topic Think about what your listeners need to know about the topic Think about the best way to make your listeners understand your topic Write what you plan to say
Practice	Practice by yourself first, talk in front of a mirror Talk in front of your family and friends and ask them what they think Speak clearly, loudly and at the right speed (not very fast nor very slow)
Perform	Take a few deep breaths if you are feeling nervous Think about what you have prepared and start speaking confidently

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

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Initial thinking activity

After watching the video in the e-learning lesson for this topic write down why do you think Tina's directions were not understood? How would you give directions on the phone?

Activity 1

Role play of a phone conversation

Materials required

Notebook, pen

Procedure

- Form groups comprising at least three students in each group.
- Write a script on a phone conversation, based on a scenario given by your teacher. For example, the scenario could be a conversation between a person from the Call Centre and customer talking about the product that is to be delivered at the customer's residence.
- One student acts as a caller and the other as receiver.
- Speak the conversation aloud.
- The third student gives feedback on the effectiveness of the communication, keeping in mind the 7Cs of communication.

Activity 2

Public speaking

Materials required

Notebook, pen

Procedure

- Form groups of three students in each group.
- Within the group, choose a topic for a very short speech.
- Use paragraphs.
- Each person uses the 3Ps (Prepare, Practice and Perform) method and makes a speech to the others in the group.
- Others give feedback—was the person able to communicate properly?
- One student volunteers to give a speech in front of the class.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. Choose the correct example of oral communication.
 - (a) Reports
 - (b) Newspapers

- (c) Face-to-face conversation
 (d) Notes
2. When we communicate verbally, we should use _____.
 (a) difficult words
 (b) simple words
 (c) confusing words
 (d) abbreviations
3. Why do we send emails?
 (a) To reach on time
 (b) To share documents and files
 (c) To talk to each other
 (d) To meet each other

B. Short answer question

1. Write down the different types of verbal communication.
 Give an example for each type.

What have you learnt?

After completing this session, you will be able to

- explain the verbal method of communication.
- list the 7Cs of communication.
- speak confidently in public using the 3Ps method.

SESSION 3: NON-VERBAL COMMUNICATION

Non-verbal communication is the message we send to others without using any words as shown in Figure 1.4. We send signals and messages to others, through expressions, gestures and body postures. In this session, you will learn about the non-verbal method of communication, its types and importance. You will learn to use the correct body language, like gestures, eye contact, handshake, etc.



Figure 1.4: Non-verbal Communication

Importance of non-verbal communication

In our day-to-day communication, it is observed that most of the communication is done using body movements (face, arms, movements, etc.) and voice control (voice, tone, pauses, etc.).

As we can see in Figure 1.5, maximum communication is non-verbal. We communicate using words, tone of voice and body language as shown in Table 1.4.

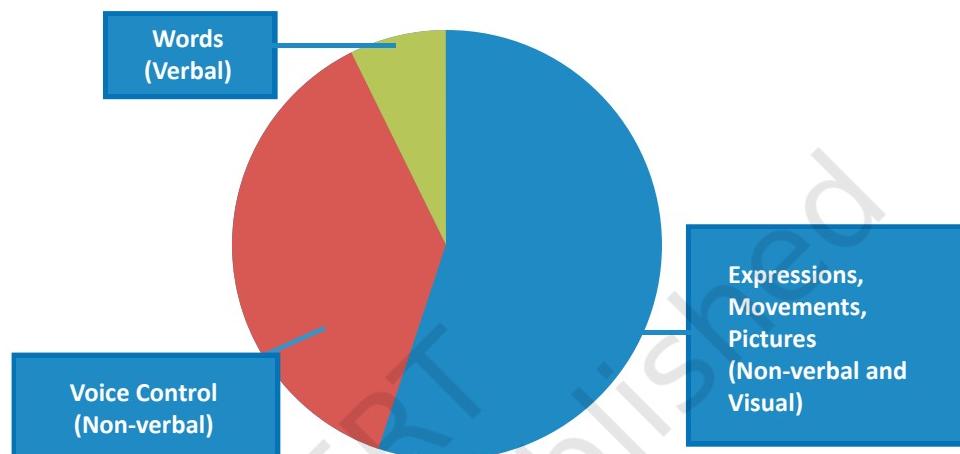


Figure 1.5: Methods of Communication

Table 1.4: Types of Non-verbal Communication

Non-Verbal Communication Exchanging information without words		
Hand movements (gestures) and body language	<ul style="list-style-type: none">• Raising a hand to greet• Pointing your finger in anger	
Expressions	<ul style="list-style-type: none">• Smiling to show happiness• Making a sad face when you are upset	

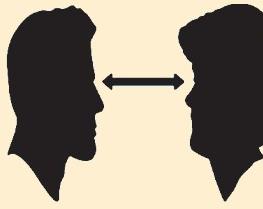
Non-verbal communication makes our message stronger. Using the right gestures while speaking makes our message more effective. Knowing non-verbal communication helps us understand our audience's reaction and adjust our behaviour or communication accordingly.

Using the right gestures and postures helps us to be professional at work. If verbal messages are blocked by noise or distance, etc., we can use hand movements to exchange our message. Placing a finger on the lips to indicate the need for silence and nodding the head up and saying ‘yes’.

We communicate non-verbally in many ways. Let us learn about some of these (see Table 1.5).

Table 1.5: Types of Non-verbal Communication

Type	What it implies	How to make use of non-verbal communication effectively?
Facial Expression 	A facial expression many a times shows the feelings of a person. For example, when we are happy, we express it through a smile or when we are sad we show a gloomy face.	<ul style="list-style-type: none"> • Keep your face relaxed • Try to match your expression with what you are saying • If you agree with something, you may nod while listening, which indicates that it has your assent
Posture 	Postures are positions of the body. They show our confidence and feelings. For example, straight body posture is seen as confidence. Holding your head may be taken as tiredness.	<ul style="list-style-type: none"> • Keep your upper body relaxed and, shoulders straight • Sit straight, rest hands and feet in relaxed position • Keep hands by your sides while standing
Gestures or Body Language 	Gestures describe movements of parts of the body, especially hands or head, to express an idea or meaning. This includes waving, pointing and using our hands when speaking. For example, raising a hand may mean asking a question. Biting nails show nervousness.	<ul style="list-style-type: none"> • Avoid pointing at people with your finger • Instead of keeping your hands in pocket while talking, try to keep your hands on the sides • Bend your head a little while talking or listening to show that you are paying attention.

Touch 	<p>We communicate a great deal through our touch, such as shaking hands and patting on the back. For example, a firm handshake shows confidence. Sports coaches pat on the back of the players to encourage the players.</p>	<ul style="list-style-type: none"> • Shake hands firmly • Avoid other touch gestures, such as stroking your hair, scratching your nose, tugging on your clothes, etc., during formal communication
Space 	<p>The space between two persons while communicating, generally depends on the intimacy or closeness between them.</p>	<ul style="list-style-type: none"> • Maintain proper space' depending on the relationship, which could be formal or informal or the closeness with the person with whom you are talking
Eye Contact 	<p>Maintaining an eye contact with the person you are talking indicates interest, whereas, looking away can make the other person feel ignored.</p>	<ul style="list-style-type: none"> • Look at the person who is speaking • Keep a relaxed, pleasant look • Break the look every few seconds
Paralanguage 	<p>Paralanguage is the tone of our voice, speed and volume that makes a difference in the meaning of the communication. Speaking too fast may show excitement or nervousness. Speaking too slow may show seriousness, sadness or making a point.</p>	<ul style="list-style-type: none"> • Use a proper tone and volume while speaking • Maintain a moderate rate (speed) of talking

Visual communication

Another important method of communication is visual communication, which involves sending and understanding messages only through images or pictures. The main advantage of this type of communication is that you do not need to know any particular language for understanding it. It is simple,

easy to understand and remains same across different places. Table 1.6 shows some common types of visual communication.

Table 1.6: Examples of Visual Communication

Visual Communication: Exchanging Information through Images			
Traffic symbol which communicates not to blow horn		Traffic Lights—Red for Stop; Yellow for Wait and Green for Go	
Sign for ladies and gents toilet		Sign showing railway crossing	
Sign for flammable substances		Sign for slippery surface	
Sign used to pause a video or audio file in smartphone or computer		Sign which communicates that the area is a no smoking zone	

Practical Exercises

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Initial thinking activity

After watching the initial video in the e-learning lesson for this topic write down how could Rohit understand something was wrong with Amar? Can you understand how your friends are feeling even when they do not tell you anything?

Activity 1

Role play using non-verbal communication

Materials required

Notebook, pen

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Procedure

- Form groups with three students in each group.
- Prepare the script for the role play, based on the scenario given by your teacher.
- Act it out in front of your group.
- One of the group volunteers to act before the whole class.
- Discuss how students used non-verbal communication.

Activity 2

Dos and Don'ts to avoid body language mistakes

Materials required

Notebook, pen

Procedure

- In the same group of three students, as in Activity 1, discuss what things you should do and what you should not do to avoid mistakes in communication.
- Every student should write down a list of these Dos and Don'ts.

Activity 3

Comparing methods of communication

Materials required

Notebook, pen

Procedure

- In the same group of three students, as in Activity 1, discuss the three methods of communication (Verbal, Non-verbal, and Visual).
- Prepare a list of the advantages and disadvantages of each method.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. Which of these is a positive (good) facial expression?
 - (a) Staring hard
 - (b) Nodding while listening
 - (c) Wrinkled forehead
 - (d) Looking away from the speaker
2. What does an upright (straight) body posture convey/show?
 - (a) Shyness
 - (b) Fear

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- (c) Confidence
(d) Intelligence
3. Which of these is not an appropriate non-verbal communication at work?
- (a) Putting arm around a coworker's shoulder
(b) Shaking hands firmly
(c) Looking at the speaker with a smile
(d) Standing with an upright posture
4. When you are preparing for a presentation, you should _____.
- (a) focus on the objectives of the presentation
(b) practice your speech in front of a mirror or friend
(c) do rehearsals to time your presentation of slides
(d) All of the above

B. Put a ✗ mark against the actions below which are incorrect for demonstrating the use of non-verbal communication

- Laughing during formal communication
- Scratching head
- Smiling when speaking to a friend
- Nodding when you agree with something
- Standing straight
- Yawning while listening
- Sitting straight
- Maintaining eye contact while speaking
- Biting nails
- Firm handshake
- Clenching jaws
- Looking away when someone is speaking to you
- Intense stare

C. Short answer questions

1. Give examples of any four common signs used for visual communication.

What Have You Learnt?

After completing this session, you will be able to

- explain the importance of non-verbal and visual communication.
- identify different types of non-verbal communication.
- use the right non-verbal communication at work.
- avoid common mistakes in non-verbal communication.

SESSION 4: WRITING SKILLS: PARTS OF SPEECH

When we talk or write in English, we use sentences to express ourselves. Sentences are important because if you do not clearly write sentences then, the meaning of the same cannot be understood clearly. A sentence is a group of words that communicates a complete thought (Example: Raju goes to school). A group of words, which does not make complete sense, is known as a phrase (Example: Raju goes). A sentence always begins with a capital letter, and it always ends with a question mark, full stop or exclamation mark. Read out aloud the examples given below.

- Did you work on your project?
- I completed it yesterday.
- That is good!

Using capitals

We know that all sentences begin with capital letters. Do you know at what other points in a sentence we should use capital letters?

It is easy to know what to capitalise if you remember the word ‘MINTS’. MINTS is a set of simple rules that help you capitalise words correctly. Each letter in the word MINTS refers to one capitalisation rule as shown in Table 1.7.

Table 1.7: Capitalisation Rules

Alphabet	M	I	N	T	S
What it shows:	Months	The letter	Names	Titles	Starting letter of sentences
Rule	Capitalise the first letter in all the names of months.	Capitalise the letter ‘I’ when it is used to begin a word.	Capitalise the first letter in the names of people, places and days.	Capitalise the first letter in the titles used before people’s name.	Capitalise the first letter in every sentence.
Example	I will go to college in June.	I play tennis with him every day.	This Tuesday, Vidya will be in Rajasthan.	Dr Shah and Mr Patel work together.	The cat ran out of the house.

Punctuation

It is a set of marks, such as the full stop and the comma, which help us separate parts of a sentence and explain its meaning. Like uppercase letters, punctuation is also a very important part of sentences and has some rules. Some common punctuation marks and their use have been given in Table 1.8.

Table 1.8: Punctuation Marks

Punctuation name	Sign	Use	Examples
Full stop	.	Shows the end of a sentence. Also used to show short form of long words. For example, 'doctor' can be shortened to 'Dr' when we use it as a title before a name.	This is a sentence. This is another sentence. Sanjay is a doctor. His patients call him Dr Sanjay.
Comma	,	Sometimes, we use a comma to indicate a pause in the sentence.	After the waiter gave me a menu, I ordered food.
	,	We can also use a comma to separate items when we are listing out more than two items in a row.	I bought apples, oranges and grapes.
Question mark	?	We use a question mark at the end of a question.	What is your name? How old are you?
Exclamation mark	!	We use an exclamation mark at the end of a word or a sentence to indicate a strong feeling, such as surprise, shock or anger.	What a pleasant surprise! You are late!
Apostrophe	(')	We use an apostrophe followed by an s to show that something belongs to someone.	That is Divya's pen. Are these Abdul's books?
	(')	We also use an apostrophe to indicate the shortened form of some words in informal speech.	Let's go. (Instead of Let us go.) He isn't here. (Instead of He is not here.)

Basic parts of speech

There are eight basic parts of speech in the English language. These are noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. The part of speech indicates how the word functions in meaning as well as grammatically within the sentence.

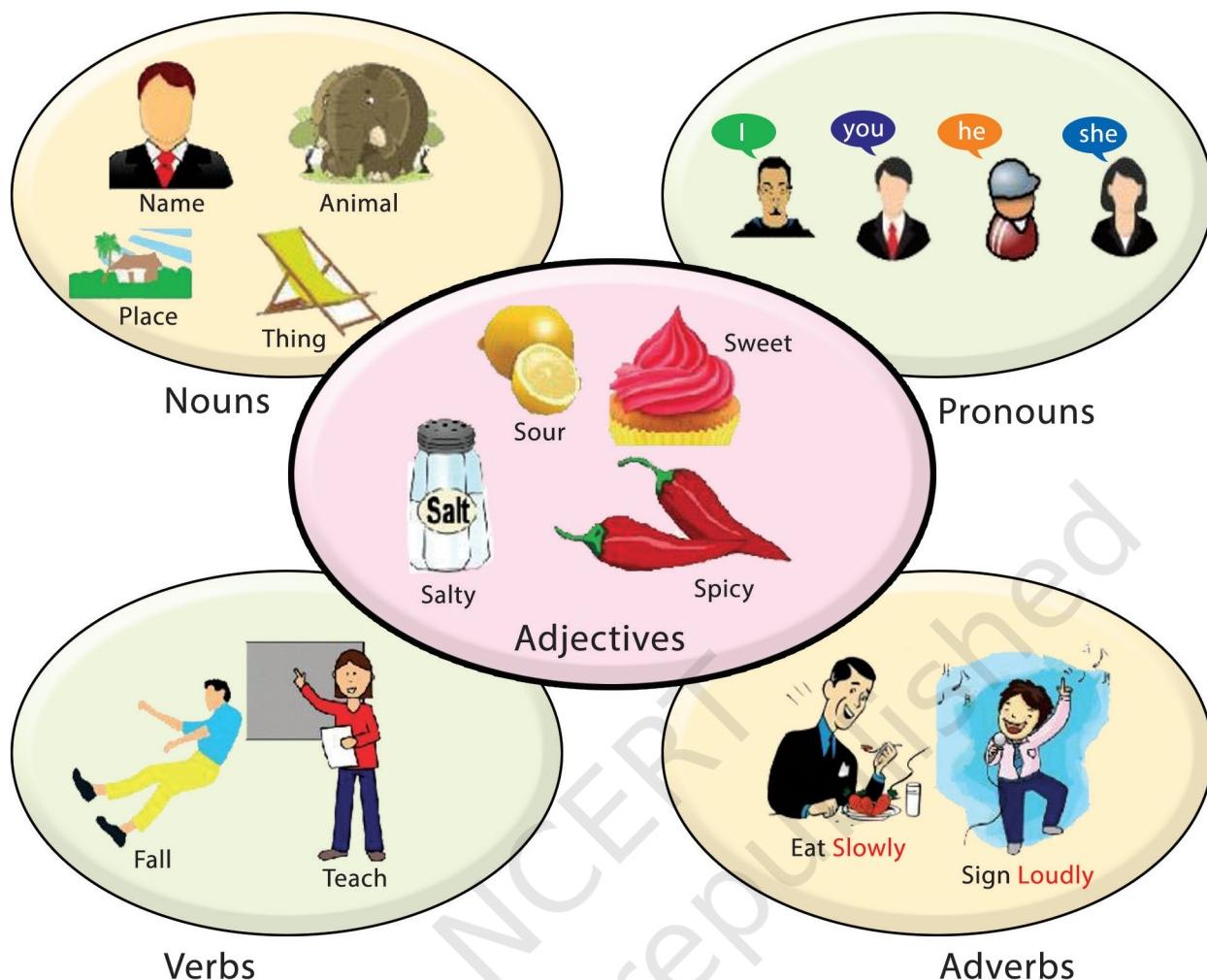


Figure 1.6: Parts of Speech

A noun is a word for a person, place, thing, or idea. Nouns are often used with an article (*the, a, an*), but not always. A pronoun is a word used in place of a noun. A verb expresses action or being. An adjective modifies or describes a noun or pronoun. An adverb modifies or describes a verb, an adjective, or another adverb. A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. A conjunction joins words, phrases, or clauses. An interjection is a word used to express emotion. You should be able to use these parts of the speech in making sentences.

The different types of words we use in sentences are called parts of speech. Some examples are nouns,

pronouns, adjectives, verbs and adverbs, as shown in Figure 1.6. Let us read more about them in Table 1.9.

Table 1.9: Parts of Speech

Parts of Speech	What they do	Example sentences	Example words
Noun	Nouns are words that refer to a person, place, thing or idea. These are ‘naming words.’	In the sentence, ‘Reema wrote a letter.’ Both Reema and letter are nouns.	Dog Table India Sanjay
Pronoun	A pronoun is a word used in place of a noun	In the second sentence, “Reema wrote a letter. She is tired.” ‘She’ is used in place of the noun Reema, it is a pronoun.	I They He You
Adjectives	Adjectives are words that describe other words	In the sentence “Reema wrote a long letter.” Long is an adjective that describes the noun ‘letter’.	Small Blue Sharp Loud
Verbs	Verbs are words that show action	In the sentence: “Reema wrote a letter.” Wrote is the verb. It tells what action Reema did.	Run Eat Think Sit
Adverbs	Adverbs are words that add meaning to verbs, adjectives, or other adverbs. They answer the questions—How? How often? When? And Where?	In the sentence “Reema quickly wrote a letter.” Quickly is an adverb. It tells us how Reema did the action (writing).	Easily Always Inside Before

Let us now see how these words are used. Read aloud the sentence given below.

Wow! Reema went to the studio and met a famous actor.

We already know that Reema, studio and actor are nouns. Famous is an adjective here because it describes the noun actor and the words went and met are verbs because they describe an action.

What about the remaining words in this sentence wow, to, the, and? What are these words called? We use such supporting words to join the main parts of speech together and to add information to the sentences we make. Let us now look at these supporting words.

Supporting parts of speech types

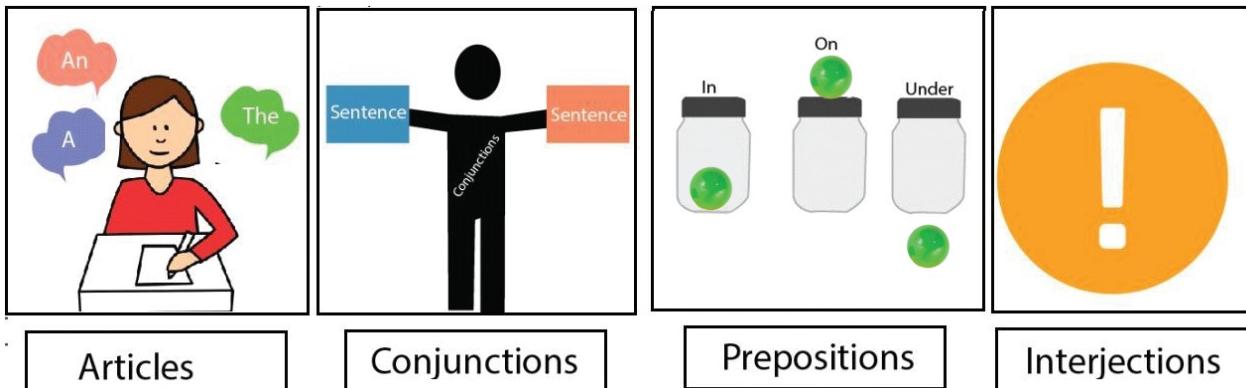


Figure 1.7: Supporting Parts of Speech

Along with the main ‘Parts of Speech’, there are some more words we need for making a sentence. These are shown in Figure 1.7. Let us learn more about them using Table 1.10.

Table 1.10: Supporting Parts of Speech

Supporting Parts of Speech	Use	Examples
Articles	The words ‘a’, ‘an’ and ‘the’ are known as articles. Articles are generally used before nouns. An is used before words with a vowel (a,e,i,o,u) sound A is used before nouns with a consonant (all other alphabets) sound The is used to refer to specific or particular words	The car stopped suddenly because a cat ran in front of it. <u>A book</u> <u>An apple</u> <u>An umbrella</u> <u>The sun</u>
Conjunctions	Conjunctions are words that join two nouns, phrases or sentences. Some common conjunctions are ‘and’, ‘or’ and ‘but’.	Instead of, Sheela went to the market. I also went to the market. Sheela and I went to the market. Instead of, “Do you want oranges? Do you want apples?” “Do you want oranges or apples?”
Prepositions	Prepositions connect one word with another to show the relation between them. They usually answer the questions ‘where’, ‘when’ and ‘how’.	Some common prepositions are ‘on’, ‘at’, ‘under’ and ‘in’. The cat is on the roof. The shop is at the end of the road. Rahul is standing under the tree. I live in Delhi.

Interjections	These words express strong emotions, such as happiness, surprise, anger or pain. They have an exclamation mark at the end.	Wow! Oh! Oh no! Thanks! Help!
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Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video in the e-learning lesson for this topic write down what do you think was wrong with Seema's letter?

Activity 1

Identifying parts of speech

Materials required

Notebook, pen

Procedure

Read aloud the paragraph given below.

"on sunday, i have an appointment to meet Dr. Patel in delhi. my house is near Mr. Patels shop i went to his shop on friday to buy vegetables I bought potatoes onions carrots and a cabbage Mr. Patel is a friendly man have you met him"

- This paragraph contains examples of the parts of speech you learnt about in this lesson.
- Identify as many of these parts of speech as you can and mark them.
- Write the paragraph with proper punctuation and capitalisation.

Activity 2

Constructing sentences

Materials required

Notebook, pen

Procedure

- Form pairs of students.
- List out five parts of speech that you learnt in the lesson.
- Select one of them and create two simple sentences which use these parts of speech.

NOTES

- For example, if you have chosen adjectives, create two sentences that have adjectives.

Activity 3

Identify name, place, animal, thing

Materials required

Notepad, pens

Procedure

- Number yourselves from 1 to 5.
- Each member of a group has to say a word that is either a name, place, animal or thing; the fifth member has to do an action.
- Each group gets 30 seconds to think what they are going to say and do.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. What is a sentence?
 - (a) A group of ideas that form a complete paragraph
 - (b) A group of words that communicate a complete thought
 - (c) A set of rules that we must follow to write correctly
 - (d) A set of words that contains all the basic punctuation marks
2. Which of these sentences use uppercase letters correctly?
 - (a) I am Hungry.
 - (b) Divya and sunil are reading.
 - (c) The bucket is Full of water.
 - (d) She lives in Delhi.
3. Which of these sentences are punctuated correctly?
 - (a) Where are you going.
 - (b) I have a pen a notebook and a pencil.
 - (c) I am so happy to see you!
 - (d) This is Abdul's house.
4. Underline the noun, pronoun, adjective, verb and adverb in these sentences.
 - (a) Sanjay plays football everyday.
 - (b) Divya gave him new books.
 - (c) I opened the red box carefully.

NOTES

B. Fill in the blanks

Fill correct nouns and verbs from the box to fill in the blanks given below.

girl, girls, boy, milk, dog, skipping, riding, running, studying, drinking, barking

	a. The _____ is _____.
	b. The _____ is _____.
	c. The _____ is _____.
	d. The _____ are _____.
	e. Raju is _____.
	f. The _____ is _____.

C. Short answer questions

- Identify the conjunctions and prepositions (Remember, conjunctions join two sentences while prepositions help answer the words ‘where’, ‘when’ and ‘how’.). Choose the conjunctions and prepositions from the box given below and list in the correct box.

Under, And, In, At, Or, Up

Conjunction	Preposition

What Have You Learnt?

After completing this session, you will be able to

- use capitalisation and punctuation rules for writing sentences.
- identify the basic parts of speech, such as nouns, pronouns, adjectives, verbs and adverbs.
- explain the usage of the parts of speech.
- identify the supporting parts of speech, such as articles, conjunctions, prepositions and interjections.

SESSION 5: WRITING SKILLS: SENTENCES

Parts of a sentence

As you have learnt in English classes, almost all English sentences have a subject and a verb. Some also have an object. A **subject** is the person or thing that does an action. A **verb** describes the action. **Object** is the person or thing that receives the action. For example, read a loud the simple sentence “Divya reads a book”. Let us see the different parts of the sentence in Figure 1.8.

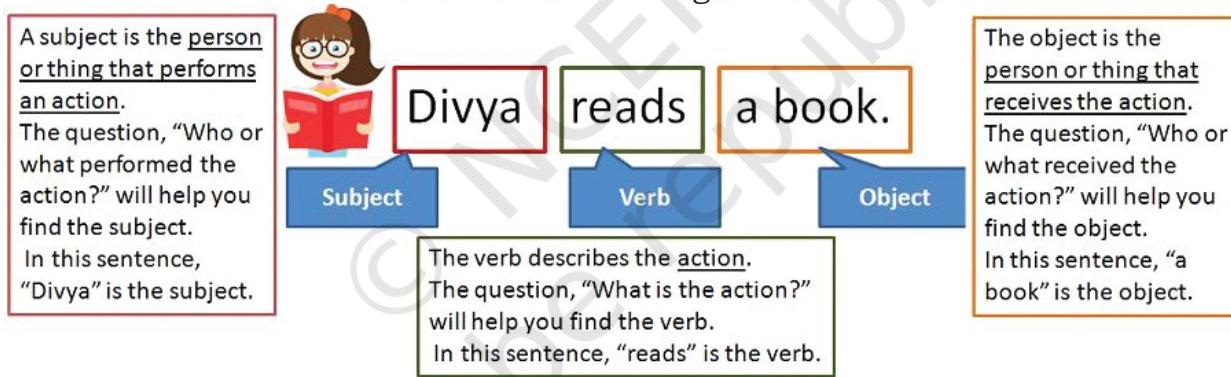


Figure 1.8: Parts of a Sentence

Read a loud the example sentences shown in Table 1.11 and understand which is the subject, verb and object.

Table 1.11: Parts of a Sentence

Sentence	Subject	Verb	Object
I ate an apple.	I	ate	an apple.
He cooked dinner.	He	cooked	dinner.
She kicked the football.	She	kicked	the football.
Dia and Sanjay broke the bottle.	Dia and Sanjay	broke	the bottle.

Types of objects

The object in a sentence can be either direct or indirect. Direct objects are the ones directly ‘acted on’ by the action word (verb). If the verb is ‘reads’ and we ask “What does Divya read?” The answer is ‘book’ which is the direct object. A **direct object** answers the question ‘what?’.

An **indirect object** answers questions, such as ‘to whom’ and ‘for whom’. For example, in the sentence “**Abdul gave a gift to his mother.**” The verb is ‘gave’. As you can see in Figure 1.9, there are two objects here—‘gift’ and ‘mother’.

What did Abdul give? The gift. To whom did Abdul give the gift? To his mother. Here, ‘gift’ is the direct object and ‘his mother’ is the indirect object. Some sentences only have direct objects while some have both direct and indirect objects.

Read a loud the examples given in Table 1.12 and practice finding the direct and indirect objects.

Table 1.12: Direct and Indirect Objects

Sentence	Verb	Verb + What?	Verb + By whom/to whom?	Direct object	Indirect object
Sanjay bought vegetables.	bought	Vegetables		vegetables	
Fatima and Sonia played Tennis.	played	Tennis		tennis	
He offered me an orange.	offered	Orange	me	orange	me
The teacher gave us homework.	gave	Homework	us	homework	us

Types of sentences

Active and passive sentences

Read a loud the sentence shown in Figure 1.9. What is the difference between the two sentences?

1. Sanjay broke the glass.
2. The glass was broken by Sanjay.

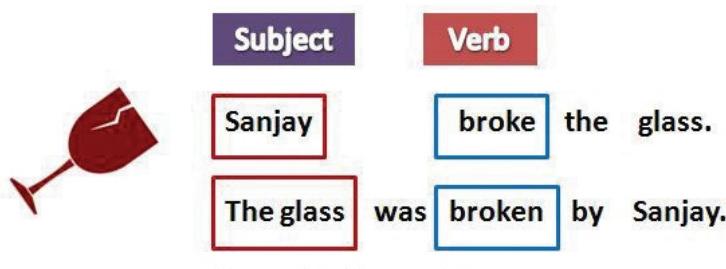


Figure 1.9: Types of Sentences

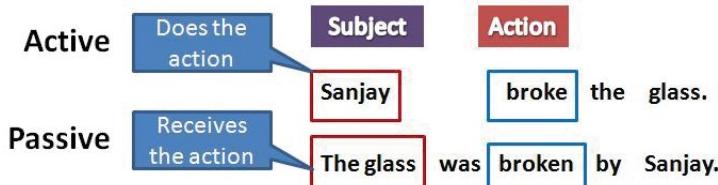


Figure 1.10: Active and Passive Sentences

The action (verb) in both the sentences is breaking of the glass. But the ‘subject’ of both sentences is different. In the first sentence, the subject (Sanjay) does the action. In the second sentence, the subject (the glass) receives the action.

Read the sentences in Figure 1.10 again.

Sentences where the subject does an action are known to be in the **Active** voice.

Sentences in which the

subject receives an action are known to be in the **Passive** voice.

Read aloud some more examples given in Table 1.13.

Table 1.13: Active and Passive Sentences

Active Voice	Passive Voice
She wrote a letter.	A letter was written by her.
He opened the door.	The door was opened by him.
Mohan played the flute.	The flute was played by Mohan.

Types of sentences (according to their purpose)

Read aloud the sentences in Figure 1.11. How do you think they differ from each other?



Figure 1.11: Examples of types of Sentences

Each of these sentences has a different purpose. Also, notice how each sentence in Figure 1.12 ends.

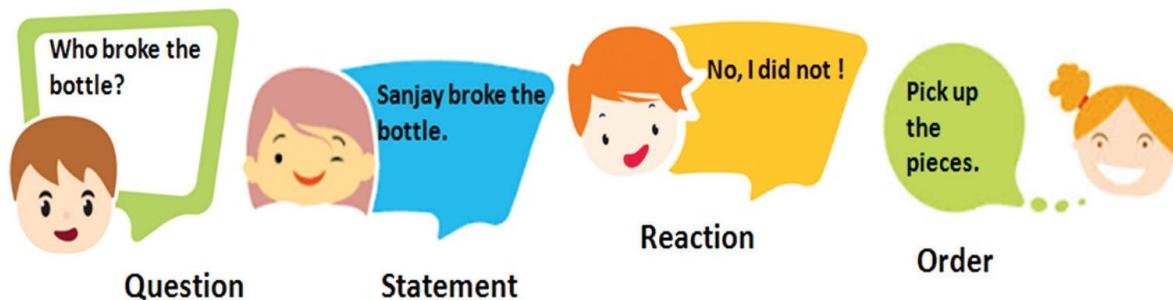


Figure 1.12: Different types of Sentences

Read the examples in Figure 1.12 to practice the different types of sentences.

Table 1.14: Types of Sentences

Types of Sentences			
Statement or Declarative Sentence	Question or Interrogative Sentence	Emotion/Reaction or Exclamatory Sentence	Order or Imperative Sentence
This is the most common type of sentence. It provides information or states a fact. It always ends with a 'full-stop' ('.').	This type of sentence asks a question. It always ends with a question mark (?).	An exclamatory sentence expresses a strong emotion, such as joy, sadness, fear or wonder. It always ends with an exclamation mark (!).	These sentences show an order, command, request, or advice. It can end with a full stop or an exclamation mark ('.' or '!').
Read aloud the examples given below			
I go to school. I like eating vegetables.	Did you go to school? Do you like eating vegetables?	I came first in class!	Go to college today. Go eat your vegetables.
It is very cold. This room is unclean.	How is the weather? Could you help clean this room?	Oh, it's so cold!	Wear your sweater. Clean this room.
I completed my project. I exercise everyday	Did you complete your project? Do you exercise everyday?	I completed my project!	Complete your project. Go and exercise today.

Paragraphs

You have learnt about sentences. A group of sentences forms a paragraph. While writing a paragraph, make sure the sentences have a common idea. When you want to write about a different idea, make a new paragraph. For example, if you are writing about your school, the first paragraph can be of sentences about the name, location, size and other such details. In the next paragraph you can use sentences to describe what you like about your school.

I go to Government Higher Secondary School, Balachadi. There are about 100 students and seven teachers in my school. My school is on the main road, very close to the City Railway Station and local hospital. I love going to school and learning new lessons. My school has a playground where I play cricket with my friends at the end of the day. There is a library too and I borrow one book every week. I love my school.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video in the e-learning lesson for this topic write down if you think that Sanjay and Dia were able to make correct sentences?

Activity 1

Making sentences

Materials required

Notebook, pen

Procedure

- Form pairs of students.
- First, write down three sentences that contain direct objects. Then, write down three other sentences that contain both direct and indirect objects.

NOTES

- Use different colours to mark the different parts of each sentence (Subject, Verb, Object).
- One volunteer shows their list to the class, who correct if needed.

Activity 2

Active and passive voice

Materials required

Notebook, pen

Procedure

- With the same pairs as above, write a paragraph on any topic.
- The paragraph should have at least two sentences in active voice and two sentences in passive voice.
- One volunteer reads out their paragraph to the class.
- The class gives feedback, if correct.

Activity 3

Types of sentences

Materials required

Notebook, pen

Procedure

- With the same pairs as above, make a list of minimum eight sentences. These should have at least two sentences of each type—declarative, interrogative, exclamatory and imperative.
- For each type of sentence, different volunteers read out their sentences to the class. The class gives feedback on the correctness of the sentences.

Check You Process

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. Identify the subject in the sentence, “The children played football.”
(a) The children
(b) Children played
(c) Played
(d) Football
2. Identify the object in the sentence, “The children played football.”
(a) The children
(b) Children played
(c) Played
(d) Football

3. Which of these sentences has both indirect and direct objects?
 - (a) I am watching TV.
 - (b) She bought a blue pen.
 - (c) The girls played cricket.
 - (d) He wrote his sister a letter.
4. Which of these sentences is in passive voice?
 - (a) They are watching a movie.
 - (b) The clock was repaired by Raju.
 - (c) He is sleeping in the room.
 - (d) My pet dog bit the postman.

B. Short answer questions

1. Write one sentence of each type—statement, question, exclamatory and order.
2. Which is your favourite festival? Write two paragraphs about your favourite festival. Each paragraph should have a minimum of four sentences. Make sure you follow all the rules about sentences and paragraphs you have learnt.
3. Practice speaking correct sentences with your classmates. Try and find the parts of sentences which you use commonly.

What Have You Learnt?

After completing this session, you will be able to

- identify the different parts of a sentence.
- differentiate between active and passive voice.
- identify and compose different types of sentences.

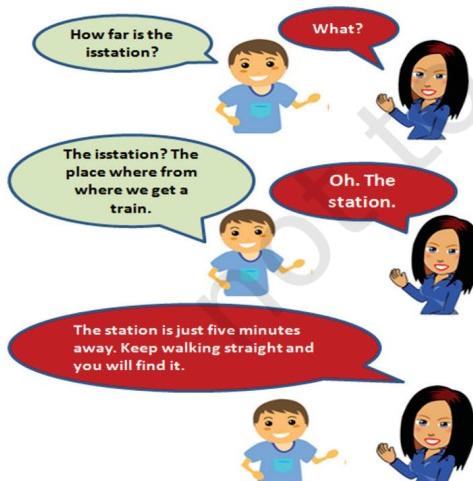


Figure 1.13: Importance of Pronunciation

SESSION 6: PRONUNCIATION BASICS

If we do not say (or pronounce) words correctly, others cannot understand what we are saying as in the example shown in Figure 1.13. In this lesson you will learn about the common ‘sounds’ used while speaking English. You will learn and practice how to say common words correctly. Pronunciation is the way you say a word, just as spelling is how you write a word.

To communicate well when you speak, you need to know how to pronounce words correctly. Correct pronunciation will help you express

yourself in a clear and confident manner. It will also help others to understand your words easily.

NOTES

Speaking correctly

Say the following words aloud. Ask your teacher and friends if you pronounced them correctly.

Your	World	Chair	Wear
Also try saying these words aloud			
Sun	Son	Sail	Sale
Tail	Tale		

What did you notice? Sometimes words, which have similar spellings are pronounced differently. Sometimes words, which have different spellings may be pronounced in the same way. The best way to learn correct pronunciation of words is to listen carefully.

Phonetics

How do we pronounce words? We use **sounds** to speak. Every word is made up of one or more sounds. We put these sounds together to pronounce words. Phonetics is the study of the sounds that we make when we speak.

For example, the word **dog** is made of three sounds put together: d-o-g. Speak the word aloud as shown in Hindi to help you pronounce it correctly ड+ो+ग = डौग

The word **cat** is made of three other sounds: c-a-t. Speak the word aloud as shown in Hindi to help you pronounce it correctly क+अ+ट = कैट. The English alphabet has 26 letters, from A to Z. But each of these letters can be pronounced in different ways in different words. We use 26 letters to write in English. But, we use more than 26 sounds when we speak English. This is why a word's spelling does not always match its pronunciation.

Let us take the letter 'a' for example. Read the words below aloud. The alphabet 'a' is pronounced differently in different words as shown in Table 1.15.

Table 1.15: Different sounds of letter 'a'

Words	Pronunciation of the letter 'a'	Pronunciation in Hindi
cat, apple and back	ऐ	कैट, ऐपल, बैक

car, fast and park	आ	कार, फास्ट, पार्क
call, ball and saw	ऑ	कॉल, बॉल, सॉव्

Pay attention to the sound of each word while listening, you will be able to pronounce it clearly.

Types of sounds

We have now seen how the letters of the alphabet are not enough to exactly match the many different sounds we make when we speak. Let us take a closer look at the sounds we use. All English words are made of three basic types of sounds as shown in Table 1.16.

Table 1.16: Different Sounds in English

Vowels	Diphthongs (combination sound of two vowels)	Consonants
The English alphabet has five vowels (a, e, i, o and u) but 12 vowel sounds. This means most vowels can be pronounced in different ways. We make a vowel sound when we read a vowel in a word.	We make a diphthong sound when we combine two vowels. Diphthongs start as one vowel sound and go to another.	A consonant sound is any sound that is neither a vowel nor a diphthong sound.
For example, we pronounce the letter 'i' in the word 'bit' by using a vowel sound. In Hindi it is बिट	For example, the sound 'ou' in the word "house" is a diphthong or a combination. In Hindi, it is हाऊस	For example, we use consonant sounds to say the letters 'p' and 't' in the word Pot. In Hindi is पॉट
Say the word 'bit' aloud and listen to how you are saying the vowel sound.	Say the word 'house' aloud and listen to how you are saying the diphthong.	Say the word 'pot' aloud and listen to how you are saying the consonant sounds.

Some more examples are given in Table 1.17. Say these words aloud (also given in Hindi to assist pronunciation), listen carefully when others say these words and repeat what you hear.

Table 1.17: Examples of Different Sounds

Vowel Sounds			
long 'ee' (ई) sound	short 'i' (ઇ) sound	short 'u' (ଓ) sound	long 'oo' (ଓ) sound
Sleep سلیپ	Slip سلیپ	Book بُک	Boot بُٹ
Keep کیپ	Dip نیار	Put پُٹ	Group گروپ
Feel فیل	Fill فیل	Foot فُٹ	Two ڈو
Combination vowel (diphthong) sounds			
'ea' sound (ئِ+ا)	'ae' sound (ਐ)	'oa' sound (او)	'ou' sound (او+و)
Near نیار	Late لےٽ	Boat بُوٹ	Mouth ماؤث
Deer دیئر	Cake کےٽ	Loan لون	Cow کاو
Hear ہیئر	Game گےٽ	Most موٽ	Cloud کلاؤڈ
Consonant sounds			
'p ਪ' sound	't ਟ' sound	'k ਕ' sound	'l ਲ' sound
Pen پن	Train ٹرین	Book بُک	Look لُک
Report ریپورٹ	Story سਟੋਰੀ	Cold کولڈ	Place پلےس
Stop سਟੋਪ	Put پُٹ	Music مُوسیک	School سکول

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Pronouncing words

Materials required

Notebook, pen

Procedure

- Form groups of four students in each group.
- Make a list of five things in the classroom.
- Identify the vowels, diphthongs and consonants in the listed words.
- Each student speaks each word aloud in the group and the others say if it is the right pronunciation.

NOTES

Activity 2

Pronouncing words

Materials required

Notebook, pen

Procedure

- Form pairs of students. Your teacher will give you a list of words.
- Practice saying these words aloud with your partner, who says if it is correct or not.
- A volunteer reads out two words for the whole class who will give feedback on the correctness of the pronunciation.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. What is phonetics?
 - (a) It is the study of how we write words in English.
 - (b) It is the study of how people understand sentences.
 - (c) It is the study of how many words the English language has.
 - (d) It is the study of the sounds we make when we speak.
2. What are the different types of sounds used in English pronunciation?
 - (a) Vowel sounds
 - (b) Diphthong sounds
 - (c) Consonant sounds
 - (d) All of the above

What Have You Learnt?

After completing this session, you will be able to

- describe what pronunciation is.
- pronounce (speak correctly) simple words used in your conversations.

SESSION 7: GREETINGS AND INTRODUCTIONS

We use certain words called ‘greetings’ before we start talking to friends, people familiar to us, or people whom we are meeting for the first time. Also we use certain sentences to tell about ourselves or others, to people who do not know us. This is called an Introduction.

Greetings

There are many ways to greet a person. The greeting and reply to a greeting at work is different from the greeting and reply given to a friend. Similarly, there are many ways to say goodbye when you depart.

The greetings change depending upon who we are talking to and even according to the time of the day. Greetings help us start a conversation nicely as shown in Figure 1.14.

Types of greetings

There are two ways of greeting as shown in Figure 1.15. Say the greetings below a loud.

Formal greetings are used if you do not know the person. It is used to greet senior, elderly people or people with whom we have formal relations like teachers or customers. This is used more often in schools, colleges and offices.



Figure 1.14: Greetings and Introductions



Figure 1.15: Formal and Informal Greetings

Say a loud the formal greetings and replies given in Table 1.18.

Table 1.18: Formal Greetings

Greeting	Reply
Good morning everybody!	Good morning, Ma'am!
Good morning, Sir!	Good morning, everyone!
Hello Sir. How are you?	Very well. Thank you! How are you?
How are you Tina?	I'm doing well. How are you, Sir?

Informal greetings are used when you talk to friends, family or a known person.

Say out loud the informal greetings/replies given in Table 1.19.

Table 1.19: Informal Greetings

Greeting	Reply
Hey!	Hello or Hi!
Hey! How are you doing?	Hi! I am doing great!
Hi!	Good to meet you.

We can also greet people according to the time of the day when we meet them. Say out loud the greetings given in Table 1.20.

Table 1.20: Greetings According to Time

Time	Greeting
From early morning to 11.59 am	Good morning
12 pm to about 5 pm (afternoon hours)	Good afternoon
5 pm to midnight	Good evening (We usually do not greet people by saying Good night even if it is night. We say Good night at the end of conversation.)

Introducing yourself and others

When you are meeting someone for the first time, or if others want to know about you, you need to 'Introduce' yourself. You can do this by telling your name and some general information like about your hometown, your job or subjects as a student, your interests, etc. When introducing yourself, remember to look at the other person and smile. Some examples are shown here in Figure 1.16.



Figure 1.16: Introducing Yourself

We can introduce someone to others by telling their name, what they do, how we know them, or even by describing something interesting about them. One example is shown here in Figure 1.17.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

Have you come across such a situation? Based on the initial videos in the e-learning lesson for this topic, write down how do you think we start talking to friends and neighbours? How can we start a conversation politely?

Activity 1

Formal and informal greetings

Materials required

Notebook, pen

Procedure

- Form pairs of students.
- Each pair should write about two conversations—one with formal greetings and one with informal greetings and act it out.
- One volunteer pair acts this out in front of the class.
- The class says if the formal and informal greetings have been used correctly.

Activity 2

Introducing someone

Materials required

Notebook, pen

Procedure

- Use same pairs of students as above.
- Each pair should write a conversation to introduce someone to their friends and family and act it out.
- One volunteer pair demonstrates it for the class.
- The class says if the introductions have been made correctly.



Figure 1.17: Introducing Others

Activity 3

Greetings

Materials required

Notebook, pen

Procedure

- Imagine that you are at home. The doorbell rings and you open the door. Write down.
 - What would you say when you see your uncle standing at the door?
 - What would you say when you see your friend standing at the door?
 - One volunteer acts it out in front of the class. The class (with teacher) discusses
 - What is the difference in the way you greet your friends and teachers?
 - Which method will be used in the following situations:
(a) While talking to teacher in the classroom, and (b)
While talking to your friends in the playground.
 - What are the different phrases used when greeting friends?
 - What are the phrases used when greeting elders, teachers, colleagues at work or in office?

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

B. Short answer questions

2. Write two to three lines you would use to introduce yourself.

What Have You Learnt?

After completing this session, you will be able to

- greet people formally and informally.
- introduce yourself to other people.
- introduce other people to your friends.

SESSION 8: TALKING ABOUT SELF

You may need to talk about yourself on many occasions especially when you meet new people. You may also need to fill forms with information about yourself. In this session you will learn how to describe (or ‘introduce’) yourself and write about yourself.

Talking about yourself

When you meet someone for the first time, they may want to know more about you. You will need to ‘introduce’ yourself by telling them about yourself as shown in Figure 1.18.

You usually start by telling your name. Then you can talk about other things, such as what you do, your age, where you live, or even about the things or activities that you like or dislike. For all these sentences, you will use nouns and verbs.

A **noun** is a ‘naming’ word that is used for a person, place, thing, or idea. Some **examples of nouns** are **Ali, Delhi, football and music**.

A **verb** is a ‘doing’ word that tells us what the noun does. Some examples of verbs are **play, like, eat** and **write**. Note that some verbs with an ‘ing’ ending can also act as nouns. Swimming is an example. We can talk about likes and dislikes using nouns as well as verbs that end with ‘ing’. For example, cycling and swimming.

Table 1.21 represents talking about oneself. Read a loud.

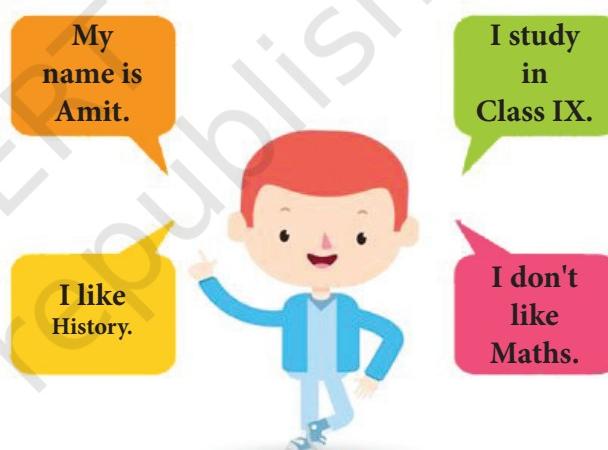


Figure 1.18: Talking About Self

Table 1.21: Talking About Yourself

				
Name	I am Harish Sethi.	My name is Anu.	I am Lucy Peter.	My name is Ali.
What they do	I am in high school.	I am a student.	I play cricket.	I practice karate.
Age	I am 15 years old.	I am 16 and a half years old.	I am nine.	I will be 17 soon.
Hometown	I stay in Agra.	I live in Mumbai.	I am from Goa.	I'm from Patna.
Likes	I like playing chess.	I like swimming.	I like carpentry.	I like music.
Dislikes	I dislike summers.	I do not like dolls.	I dislike loud noise.	I do not like playing football.
Strengths	I can write stories very well.	I am a good public speaker.	I can solve crossword puzzles quickly.	I am a good team player.
Weaknesses	I leave tasks incomplete .	I get angry easily.	I cannot manage my time properly.	I am nervous to speak in front of a large group.

Filling a form

Sometimes, instead of talking, you will have to write about yourself in a form. A form is a typed or printed page with blank spaces for information.

Each form is different, so you should read it properly before filling. Write neatly taking care to use the correct spellings. A form usually has the following fields for personal information as shown in Table 1.22.

Table 1.22: Some fields a form

Name	Here you enter your name. Sometimes you may need to write the first, middle (if any) and surname.
Date of birth	This is the date on which you were born. It is usually written as the day, followed by the month, followed by the year in numerals.
Address	This is the postal address which includes your house number and the details of the street, area and the city.
PIN code	This is a group of numbers used by the post office to identify a region. It is an important part of an address.
Signature (or Sign)	This is your name or initials written by hand, in a specific way (which is difficult for anyone else to copy).

Example

Harish Sethi was born on 5 December 1999. He lives in Agra, in a house named Sukh Nivas. His house number is 13 in Raja Nagar. His postal code is 282001. Harish filled a form asking for personal information like this.

First Name	Harish
Last Name	Sethi
Date of Birth	5 December 1999 (or 05-12-1999)
Address	Sukh Nivas, No. 13, Raja Nagar, Agra
Pin Code	282001

NOTES

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video in the e-learning lesson for this topic write down how would you talk about yourself?

Activity 1

Introducing yourself and filling forms

Materials required

Notebook, pen

Procedure

- Form pairs of students.
- Ask the students to introduce themselves to their partner, giving the details necessary to fill a form like above. Their partner should fill in the form with their details in his or her notebook.
- When he/she has finished, the other partner to read the form carefully and add his/her signature if the details are correct. Repeat this process for the other partner as well.

Activity 2

Talk about yourself

Materials required

Notebook, pen

NOTES

Procedure

- Form groups with four students in each group.
 - Ask the students to take turns and one by one, introduce themselves to the others in the group. Use the steps and expressions they learnt in the lesson. The students to present their likes and dislikes as well! Each person has one minute to talk about himself/herself.
 - When one person talks, the others should correct and guide him/her.
 - One of the group volunteers to speak in front of the class, who will give feedback on what is right and what is wrong.
1. Maintain a diary and show your progress to your teacher.
 2. In the next two days:
 - Introduce yourself to the new people you meet.
 - Tell your friends about your likes and dislikes.
 3. In the next 14 days:
 - Ask your family members to show you some forms they have filled in
 - Think and create a signature for yourself
 5. In the next one month:
 - Create a simple form
 - Give copies to your friends and ask them to fill in the form
 - Guide them if they do not know how to fill it

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. Use the following words to complete the form given below.
football and swimming, seven-years-old, Hassan, Yasmin, in Bengaluru.
(a) My first name is _____.
(b) My surname is _____.
(c) I am _____.
(d) I live _____.
(e) I like _____.
2. A postal code is _____.
(a) a group of numbers or letters used to identify a government building.
(b) a code used to indicate the door number of a house.
(c) a group of numbers or letters used by the post office to identify a region.
(d) a code used to identify different post offices.

What Have You Learnt?

After completing this session, you will be able to

- answer questions that others ask about you.
- talk about your likes and dislikes with your friends.
- fill out a form with some basic personal details.

SESSION 9: ASKING QUESTIONS I

Are you sometimes scared of asking too many questions as shown in Figure 1.19. What happens if you do not ask questions at the right time? Why do we need to ask questions?

In this session you will learn about the importance of asking questions and how to get information by asking the correct questions.



Figure 1.19: Asking Questions

Need for asking questions

A question is a request for information as shown in Figure 1.20. It could be any type of information, such as an answer to a question in the textbook, information about a person or a place or about how to do a task.

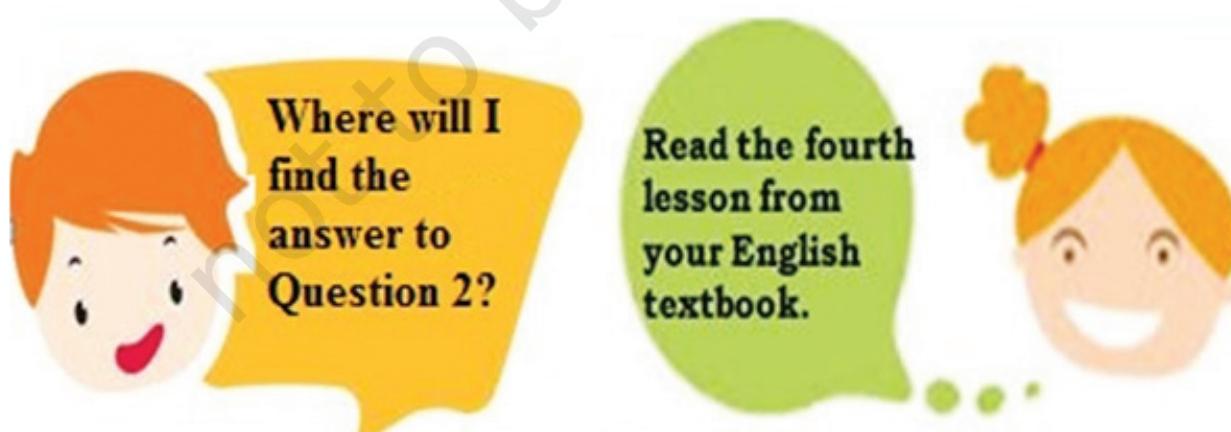


Figure 1.20: Example of Asking Questions

Asking questions helps us to

- gain new knowledge, get information,
- make sure that what we know is correct,
- avoid doubts, confusion, misunderstanding, and
- start talking to people by asking about them and their ideas.

How to make sure we have complete information?

If you do not have information about how to reach a place, you will not be able to reach it. If you do not know how to do some work, you will not be able to complete it, unless you ask questions and get information. Asking all the correct questions at the right time is also important.

You can follow the simple method of '**5W+1H**' shown in Table 1.23 to make sure that you have all the information you will need for a particular work. Read out the examples aloud.

Table 1.23: 5W+1H Method for Asking Questions

5W+1H Method for Asking Questions		
Question Word	Usage	Example
Who	'Who' is used to ask about people	Who is the new student in the class?
Where	'Where' is used to ask about a place	Where does she live??
When	'When' is used to ask about time	When did she join school?
What	'What' is used to ask about a thing, an idea or an action	What is her favourite subject?
Why	'Why' is used to find the reason	Why is she not talking to anyone in the class?
How	'How' is used to find the method	How can I help her make friends?

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Initial thinking activity

After watching the initial video in the e-learning lesson for this topic, write down if you think Rahul was able to ask correct questions?

NOTES

Activity 1

Framing questions

Materials required

Notebook, pen

Procedure

- Form groups of four students in each group.
- Tell the students about a situation. Use the 5W+1H method to make a list of questions that should be asked to get complete information.
- One volunteer group reads out the list to the class. The rest of the students give feedback if these were right questions.

Activity 2

Framing questions

Materials required

Notebook, pen

Procedure

- Form pairs of students.
- Your teacher will tell you about a situation for which you have to make plans.
- Make a list of questions you will ask. Also, think and write why you need to ask that question. (What is the purpose of the question?).
- Read out your list to your partner and discuss if each other's questions were right.

Activity 3

Let us guess!

Procedure

- Divide the class into five groups.
- Each group discusses and decides on one famous personality.
- All groups will take turns to ask other group questions and guess the person.
- Every group gets to ask one question each to other groups. In total, each group can ask three questions. If they are not able to guess within the first three questions, extend the number of questions to five per group.
- If you run out of questions, tell each team to give the teams a CLUE.
- For example, for Mahatma Gandhi, the clue can be:
 - He is called the Father of the Nation
 - He was a lawyer from Gujarat
 - His picture is on Indian rupee notes
- After spending about five minutes preparing in their groups, give the teacher examples of the kind of questions prepared.

NOTES

- The questions have to be indirect and anyone from the other group can answer.
- The team that guesses the other team's famous person first, wins!

Discussion

- Were you able to frame questions?
- Were you able to identify the right kind of question?

Practice work

Whenever you are starting with a new work think of all the information you would need. Use the 5W+1H method to make a list of questions to get all this information. If you keep practicing on you will be able to frame questions.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. Raju is the class monitor. He wants to know why Ramesh is coming late every day. Which of the following is a question that Raju can ask Ramesh?
 - (a) Do you come on time?
 - (b) Are you late?
 - (c) Why are you late every day?
 - (d) Will it not be easier to complete your work if you come on time?
2. If you have not understood a task given to you, which question should you ask?
 - (a) Where are the reports of this task?
 - (b) Can you repeat the instructions for this task?
 - (c) Can you give me an example of this task?
 - (d) Why are you doing this task?
3. Sheela does not have time so she decides to delay a task. Which question should he ask before ignoring the task?
 - (a) What is this task?
 - (b) When does this task need to be completed?
 - (c) Is this task important?
 - (d) No need to ask any question.
4. Renuka is joining a new school. Which of the following questions will help her become comfortable with her new classmates?
 - (a) How long have you been studying here?
 - (b) Would you like to share my lunch?
 - (c) What do you all do in your free time?
 - (d) All the options are correct.

B. Short answer questions

1. Re-arrange the words to form questions.



a) she/like/sing?/Does/to

b) waiting/What/are/you/for?



c) play/like/football?/Do/you/to

d) fighting?/they/are/Why

What Have You Learnt?

After completing this session, you will be able to

- ask questions to get correct information from other people.
- ask the questions according to a situation.

SESSION 10: ASKING QUESTIONS II

A question is a sentence, phrase, or word that either asks for information or is used to test someone's knowledge. We always use a question mark (?) at the end of a question. In our day-to-day interactions with others, we often have to ask and answer questions to get information. Asking the correct questions can help us get the information we want as shown in Figure 1.21.

Types of questions

There are two basic types of questions: close-ended and open-ended.



Figure 1.21: Questions and Information



Figure 1.22: Open-ended Question

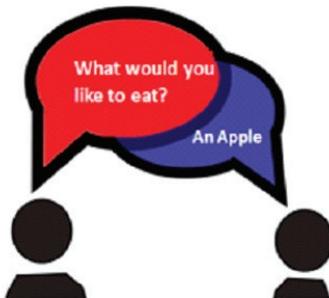


Figure 1.23: Close-ended Question

Questions that can be answered with a “yes” or a “no” are called **close-ended question**. That is because the answer options are limited or closed. For example, when we ask “Do you have a TV at home?”, the answer could be either “Yes” or “No” (see Figure 1.22).

Sometimes, when we ask a question, we expect an answer with more details. For example in Figure 1.23 when we ask “What do you like to watch on TV?”, the answer could be “I like to watch movies on TV.” These are called **open-ended questions** because their answer options are not limited or closed. In this case, the person could have also said sports, news, or anything else.

Framing (or forming) questions

Framing close-ended questions

We can form close-ended questions by adding helping verbs (called auxiliary verbs) like **Be**, **Do** and **Have**. These convey additional information, such as time and mood. Besides these, there are other auxiliary verbs (called modal verbs), such as **Can**, **Shall**, **May**, **Should**, **Could** which show possibility or necessity. One method of framing close-ended questions is to take a sentence without the above words and place such words before the subject.

For example, the sentence “I like it” can be changed into a close-ended question by adding the word “do” before the subject “I”. This creates the close-ended question: “**Do** I like it?”

Read aloud the other examples are shown in Table 1.24.

Table 1.24: Close-ended Questions

Sentence	Close-ended questions after adding helping verbs
They talk on the phone every day.	Do they talk on the phone every day?
You share your lunch with your friends.	Could you share your lunch with your friends?

Please Note: The helping verb changes based on the subject, but the main verb remains unchanged. For example, in the sentences and the questions below, the main verb (cook) remains unchanged, but the auxiliary verb (do) changes based on the subject. Read aloud the other examples are shown here in Table 1.25.

Table 1.25: Close-ended Questions with Helping Verbs

Sentence	Close-ended Questions after adding helping verbs
I cook dinner.	Do I cook dinner?
She can cook dinner.	Can she cook dinner?
They cook dinner.	Do they cook dinner?

Framing close-ended questions

In some cases, **we exchange the positions of the subject and the verb** to create a close-ended question. We can follow a similar method for sentences that already have auxiliary verbs. Read aloud the other examples given in Table 1.26.

Table 1.26: Close-ended Questions (Subject/Verb exchanged)

Sentence	Close-ended questions after exchanging positions of the subject and the verb
He is there.	Is he there?
They were cleaning their room.	Were they cleaning their room?
You can help me.	Can you help me?

Framing open-ended questions: Using question words

Some questions are called open-ended because their answers are not limited or closed. They have to be answered with more information than just a “yes” or a “no”. We can form open-ended questions by using question words, such as **What, Why, Who, How, When** and **Where**. Read aloud the other examples are shown here in **Table 1.27**. Notice how these questions CANNOT be answered with a “yes” or a “no”.

Table 1.27: Open-ended Questions with Question Words

Open-ended questions	Answer sentence
What did you do?	I went to the park.
Why did you go there?	I went to meet my friend.
How did you go?	I cycled.

Practical Exercises

The teacher will facilitate these activities by showing you the e-learning module for this lesson via http://www.psscive.ac.in/Employability_Skills.html. The module will include videos and e-content for the above topics as well as detailed instructions for some activities below.

Activity 1

Pair-work: Framing open-ended and closed-ended questions

Materials required

Notebook, pen

Procedure

- Form pairs of students. Each pair writes five open-ended and five closed-ended questions along with the answers for all 10 questions.
- When all pairs have completed the activity, one volunteer pair reads out their questions and answers to the whole class.
- The class gives its feedback on whether the questions are framed correctly or not.

Activity 2

Group-practice: Framing questions

Materials required

Notebook, pen

Procedure

- Form groups of four students each.
- Write a conversation between four people, with at least six questions (including closed- and open-ended questions). Act it out aloud.
- One group volunteers to act it in front of the class. The other students say if the questions were framed correctly.

Check Your Progress

A. Multiple choice questions

Read the questions carefully and circle the letter (a), (b), (c) or (d) that best answers the question.

1. What are close-ended questions?
 - (a) Questions that can have any answer
 - (b) Questions that do not have answers
 - (c) Questions with yes/no answers
 - (d) Questions that have many answers

2. Which of these are open-ended questions?
 - (a) Where do you live?
 - (b) Are you hungry?
 - (c) How do you feel?
 - (d) Did you meet him?
3. Which of these are question words?
 - (a) What
 - (b) Want
 - (c) Which
 - (d) How
4. Which of these is the correct way to convert the sentence “You are studying” into a question?
 - (a) You are studying?
 - (b) Studying you are?
 - (c) Are you studying?
 - (d) Studying are you?

B. Short answer questions

Make a note of five questions your friends asked you. How many were open-ended questions? Make a list of five close-ended questions you asked other people in one day.

NOTES

What Have You Learnt?

After completing this session, you will be able to

- ask simple questions to solve your doubts.
- identify close-ended and open-ended questions.
- use the correct question words to ask open-ended and close-ended questions.

GLOSSARY

Auxiliary verbs: verbs used along with a main verb to convey additional information, such as time and mood. There are three main auxiliary verbs ‘Be, Do and Have’

Coherent: making sense, related to the main topic

Communication: sharing of information between two or more people to reach a common understanding

Concise: using simple words and saying only what is needed, not extra

Concrete: using exact words and facts

Courteous: showing respect, polite, friendly

Exclamation: a sudden cry or remark expressing surprise, emotion, or pain

NOTES

Instead: as an alternative, another option

Modal Verbs: these are other auxiliary verbs, such as 'Can, May and Should'

Modify: make partial or minor changes to something

Paralanguage: the other parts of spoken language (besides words) tone, rate, loudness, etc.

Posture: the position of the body when standing, sitting or working

Precise words: exact, most suitable words

Similar: looking same in appearance, character, or quantity, but not identical

Specific words: special, correct name

Studio: a place where films are made or produced

Title: a name that describes someone's position or job

FURTHER READINGS

Session 1: Introduction to Communication

- <https://bit.ly/2yrCswN>
- <https://bit.ly/2GPRn8A>

Session 4: Writing Skills 1 – Parts Of Speech

- <http://www.thepunctuationguide.com/top-ten.html>
- <https://bit.ly/2ImnVUS>

Session 5: Writing Skills2 – Sentences

- <https://bit.ly/2EepS38>

Session 6: Pronunciation Basics

- <https://bit.ly/1HkctUu>

Session 7: Greetings and Introductions

- <https://www.thoughtco.com/greeting-people-in-english-1212039>
- <https://reallifeglobal.com/23-different-ways-greet-someone-english/>

Session 8: Talking About Self

- <https://bit.ly/2H3UjML>

Session 9: Asking Questions

- <http://www.englishlearnsite.com/grammar/wh-questions/>
- <https://bit.ly/2IklgeA>